



PSHE ON A PAGE

Subject Leader: Mrs Vitti

Floor Book Expectations

- Unit covers should be glued in at the start of each unit/term
- A collaborative, evidence-based log that captures the learning journey, discussions, and reflections of the pupils.
- A range of activities should be used to record learning e.g. pictures, image captions, diagrams etc (adaptive strategies may be evidenced through this e.g. pictures of active learning)
- The book travels with the class to their next year, allowing new teachers to understand the students' starting points and prior learning.

Lesson Structure (incl. planning)

- Use high quality planning and resources to equip the children following the PSHE Matters scheme of work.
- Planning ensures progression across the school from EYFS to Year 6.
- Units are taught through Key Stages (EYFS, KS1, LKS2 & UKS2)
- Weekly lessons should use a range of teaching and learning styles.
- There is an emphasis on active learning with children being engaged in discussions, investigations and problem-solving activities

Assessment

- Subject leaders will carry out a floor book scrutiny and pupil voice to check understanding.
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Adaptive Strategies

- Mixed ability partners & talking partners
- Clear objectives and vocabulary referred to throughout lessons
- Visual aids and tactile resources/ useful apps where appropriate
- 1:1/small group support provided by TA (in year groups with TA support)
- Safe spaces created with clear ground rules when sharing thoughts and feelings

Enrichment

- Charity and community events
- Playground buddy system
- Specialist workshops delivered by the Fire Service, PCSO, First Aid etc
- Creative arts explored using drama and role play
- Anti-Bullying week, Childrens' Mental Health Week, Internet Safety days
- Residential trips in KS2
- Circle time used for discussions to share feelings
- 'Good News Gathering' to share personal achievements

Display/Working Walls/Resources

- Relevant resources on a table/working wall for display.
- Linked books within class libraries, fiction and non-fiction